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ABSTRACT

An educational research and demonstration program was implemented in learning centers at five correctional institutions across Missouri. Included in the demonstration project were the following programs: a prescriptive learning system that served 253 students; a program in attitude, basic, and life skills; an ex-offender program that involved 20 to 25 hours of instruction in career planning and job-search methods; an educational-parole referral system to assist ex-inmates in entering educational programs in their home communities; a tutorial program in which inmates moved about individual learning centers, assisting other inmates on a one-to-one basis; and an assistant inmate teachers program in which inmates with 60 or more hours of college credit were recruited to be assistant teachers in learning center programs. Data from pre- and posttests administered to the program participants and from followup of participants in the ex-offender and referral programs indicated that the whole person concept can be effective in correctional education. (The 11 appendixes to this report include sample forms used in the various components of the demonstration project as well as pre- and posttest data from the prescriptive learning, attitudinal training, and ex-offender components of the program.) (MN)

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MISSOURI DEPARTMENT OF CORRECTIONS AND HUMAN RESOURCES

310 PROJECT REPORT

1984

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FINAL REPORT

JULY 1983 - JUNE 1984

ADULT BASIC EDUCATION LEARNING CENTER

310 PROJECT

STATE OF MISSOURI

Christopher S. Bond
Governor

DEPARTMENT OF CORRECTIONS AND HUMAN RESOURCES

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DIVISION OF ADULT INSTITUTIONS

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ADULT BASIC EDUCATION

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Elvin Long, Director

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INTRODUCTION

The Division of Adult Institutions (Department of Corrections and Human Resources) has the responibility of supervising and managing adult correctional facilities for the State Of Missouri. All educational programs are under the supervision of the Director of Education. They range from non-reader to college level courses and also include a large vocational training program. The 310 Project has continued to improve the learning centers to provide a more effective basic educational delivery system to students with less than a high school education.

Within the Division there are eleven (11) adult correctional institutions, ten (10) of which are male and one minimum security facility housing female offenders. The various institutions are classified as minimum, medium and maximum security, each necessitating different types of institutional and educational programs.

Note: Data Reflects inmates with 12 hours or more in the 310 program

NARRATIVE

310 PROJECT, 1984

The 310 Project is an educational research and demonstration program with learning centers located at five (5) correctional institutions as follows:

Missouri State Penitentiary (L-Hall only)

This is a minimum security unit located outside the main institution and houses approximately 115 inmates. The only educational program provided for this unit during the year was funded by the 310 Project. A full time learning center served 52 students, evening ABE-GED classes served 51 students. Ten students received a GED certificate. These programs were conducted by a certified inmate instructor, assistant inmate instructor (also certified) and one tutor.

Algoa Correctional Center

The Algoa Correctional Center houses men of various ages. (Some are first time offenders). Approximately 791 inmates are currently incarcerated here. The educational program is composed of various academic and vocational programs. Most inmates attend class half a day and work half a day. A college program was

also available. The learning center served 173 students during the program year. This program was conducted with a civilian teacher and the help of a certified assistant inmate instructor.

Central Missouri Correctional Center

This is a multiple unit institution with an enclosed medium security facility and a minimum security unit. Approximately 837 inmates are incarcerated at the institution. The medium security facility offers educational programs in special education, general academic and vocational classes. One hundred-thirty-six students attended the learning center during the year.

Minimum Security Unit

Evening ABE-GED programs served 17 students, 6 students received a GED, and 16 attended the ex-offender class which met once a week (each cycle was composed of 30-36 hours of training). A full time learning center was established during the year at the Minimum Security Unit which has an inmate population of approximately 325. Over 42 men attended the learning center.

Ozark Correctional Center

This is a minimum security institution located near Springfield, Missouri, with an inmate population of approximately 377. Inmates have several vocational programs to choose from as well as general academic classes. Two learning centers served 177 students, 27

of which received a GED certificate.

State Correctional Pre-release Center

This institution is the pre-release center for the Missouri Department of Corrections and Human Resources. Their inmates stay from 7 to 9 weeks in processing to either halfway houses or honor centers located throughout the state of Missouri.

An ex-offender program was established during the year which 394 students attended.

EDUCATIONAL MODELS

Prescriptive Learning System

A prescriptive learning program was established within the Missouri Department of Corrections and Human Resources during this fiscal year. Students were tested prior to entering the program on the TABE Locator Test to determine the appropriate educational level for E, M, or D level of the TABE test. Instructions, according to "Analysis of Learning Difficulties", check for concept attainment (Appendix 1) was developed for all students. Students were retested on the TABE tests when they completed the individualized prescription checklist. Students advanced to the next subject area upon completing mastery level at ninety percent.

An individualized program was developed for each student based on TABE testing; a prescription check sheet (Note Appendix 2) from the core curriculum was based on each student's deficiencies as outlined on the prescription check sheet.

Other individual materials were used when the student was not able to reach ninety percent mastery level on the checklist curriculum guide. The student remained in the program until he had met his minimum objective (as determined earlier with the instructor and recorded

on the Individualized Learning Plan). Three inservice training sessions were conducted to implement this program.

Data:

A total of 253 students were in this program. (Note Appendix 3) The mean hour stay was 167. The data reflects the achievement at E level; some achievement at the M level, but greatest achievement was made at the D level. The data also reflects the concept attainment appears to be greater at the D level.

Teacher evaluation was conducted at 6 months and at the end of the program. Teacher evaluations were very positive and several recommendations were made as to methods of improving the prescriptive learning process.

The strong points of the prescriptive learning program were:

1) less instructional material is used
2) a more simplified record-keeping process
3) good student educational achievement.

Weak points were:

1) updating the instructional material
2) updating and keeping current prescription sheet with the core curriculum
3) teachers tended to substitute materials instead of doing core curriculum.

Attitudinal Training

A pilot program was developed in the learning center at Algoa Correctional Center and Central Missouri Correctional Center in attitudinal training for inmates who were enrolled in the learning center program. Two distinct separate educational approaches were established in these two institutions.

Algoa Correctional Center and Missouri State Penitentiary students attended the learning center on a voluntary basis conducted separately from the regular learning center. The "I Can" series by Zig Zigler was conducted once a week for 1 to 1½ hours by volunteers trained in the Zig Zigler approach. Students were pre-tested and post-tested to determine gain in attitude, life skills and basic skills. A control group of equal number was established from state funded classes. Conduct violations were contrasted with those who were in the program versus those who had not attended attitudinal training. No less than ten (10) students were enrolled in the class.

At Central Missouri Correctional Center, the "Guides for Better Living" program by Napoleon Hill and W. Clement Stone was taught by trained volunteers

during three workshops (12 hours each) during the project year. Students were pre- and post-tested on basic skills, life skills and attitudinal change that will be developed (note Appendix 4). A control group of equal number was established from state funded classes.

Conduct violations were contrasted with those who were in the program versus those who had not attended attitudinal training. The learning center teacher assisted in the coordination of the workshops. No less than ten (10) students were enrolled in the class.

Data:

The data showed (Appendix 4) in all institutions the most significant gain was made in life skills. There appears to be a positive gain in most institutions on basic skills and in all institutions a gain in attitude concepts. In conduct violations, the group who did not attend the learning center and go through the attitudinal training, had fewer conduct violations than those enrolled in the program.

Teacher evaluation for both programs was based on pre- and post-tests of life skills, basic skills and attitudinal change, and other records consistent with the program. The learning center instructors (and volunteers) evaluated the program semiannually.

It is recommended that the attitudinal training be expanded through the use of trained volunteers in all of

the institutions on a 12-week cycle for all inmates enrolled in the learning centers.

Ex-Offender Program

An ex-offender (Job Skills) program was established for inmates who attended the learning centers throughout the Department of Corrections and Human Resources. This program was established in 4 correctional institutions and was a 20-25 hour program of instruction. (Note Appendix) The program was offered in a two-day time frame on a rotating basis throughout the Department of Corrections and Human Resources.

Data

The data reflects (Note Appendix 6) that there was significant gain in basic skills attainment from a 10. quiz offered before and after instruction.

The ex-offender program is an effective program and served 205 inmates enrolled in the regular learning center program. However, the program would be more meaningful if it were offered prior to the inmate's release from the Department of Corrections and Human Resources.

At the State Correctional Pre-release Center a pilot program was established during the year for inmates prior to release from the Department of Corrections and Human Resources. This was a 5-hour program in a one day program before release. (Note Appendix 7)

Three hundred ninety four students attended the ex-offender program at the State Correctional Pre-release Center during the year. (Note Appendix 8) On a 9. post-test, the students showed a mean gain of 8.3.

It is suggested that the ex-offender program be permanently established at the State Correctional Pre-release Center and that the program curriculum should include parole supervision.

Educational-Parole Referral System

The educational parole referral system was started throughout the Department for students who were attending the learning center programs at the Algoa Correctional Center, Central Missouri Correctional Center, Missouri State Penitentiary L-Hall and Ozark Correctional Center, and who were paroled to the following areas: Springfield, Sedalia, Jefferson City, Fulton and Columbia.

All students had an individualized education plan developed when they first entered the program (note Appendix 9). For inmates who left the institution with less than a GED (and those who were on the Probation and Parole release list) an education report was prepared by the teacher and sent to central office within five (5) days of the student's departure (Note Appendix 10). A copy of the education report was sent to the local parole office by the Program Supervisor.

Program records reflect that from 48 referrals made statewide during the year, a total of only 8 former students enroiled in educational programs in their home community.

It appears that the educational-parole referral system is not an effective system.

At Algoa Correctional Center, a pre-release system was started for students who were being considered for parole and did not have a GED. A team composed of the 310 Project Supervisor, institutional parole officer, teacher, student and other appropriate individuals cooperatively developed a release plan which was part of the student's pre-parole investigation (Note Appendix 11). This plan was used as part of the student's condition for parole and was forwarded to the local parole officer for monitoring and implementation.

The team made 4 educational plans (Note Appendix 11) with the inmate prior to being released from the Department. Of the 4 inmates for whom a plan was prepared prior to being released, all 4 entered educational programs in their home community.

A six (6) month written evaluation was made with the Board of Probation and Parole to determine the effectiveness of the program and the number of ex-offenders who have been placed in a community educational program.

This program appears to be an effective program when it involves parole prior to being released.

Every effort should be made to refine and expand this system.

Tutorial Program

Again our tutorial program was of great value to the project. Each learning center hired two inmates who received at least twelve (12) hours of training before being assigned as tutors. They moved about the learning center assisting students on a one to one basis.

The learning center instructor interviewed inmates who were interested in tutoring. The individual's education, length of sentence (the longer he was assigned to the institution, the more time he had to gain experience as a tutor) and his desire and ability to work with other inmates were the major factors considered.

Assistant Inmate Teachers

In this program inmates with 60 hours or more of college credit who had more than 12 months to serve on their sentence were recruited to be assistant teachers in the learning center program. Assistant teachers were certified by the State Department of Education in Adult Education for one year and became effective teachers.

We found the inmate teachers to be effective in the learning center when under the supervision of the regular teacher.

Outside Agency Programs

Each learning center teacher scheduled an outside agency program every sixty (60) days. Speakers from the Veteran's Administration, Social Security, Employment Security, Salvation Army, etc., made presentations. A summary of the program plus evaluations by the students and teachers were sent to the Project supervisor.

A major problem was the difficulty of scheduling speakers or to provide a variety of programs in some learning centers.

Team Evaluation

The program was evaluated by a three-person evaluation team that expressed the view that the whole man concept appears to be a more effective educational program and made a number of specific recommendations that will be used in future programming.

SUMMARY

This year's 310 Project demonstrates that the whole man concept can be effective in correctional education. The use of a prescriptive learning system, attitudinal training, education and parole working concurrently for referrals to educational programs in home communities, can better serve the needs of inmates than traditional educational programs.

Future programming reflects the needs to continue to look at the needs of the whole man but should be automated and curriculum developed that will utilize computers.

APPENDIX

CONCEPT ATTAINMENT

READING

Vocabulary

Recognizing Words in Context

Recall of Synonym

I*

Comprehension

Using Reference Skills

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Recalling Facts

Understanding Main Ideas

Making Inferences

II*

MATHEMATICS

Computation

Performing Mathematical Operations

Addition: Whole Numbers
Addition: Decimals, Meas.
Addition: Fractions

Subtraction: Whole Numbers
Subtraction: Decimals, Measurement
Subtraction: Fractions

Multiplication: Whole Numbers

Multiplication: Decimals, Measurement
Multiplication: Fractions

Division: Whole Numbers
Division: Decimals
Division: Fractions

I*

Concepts

Understanding and Applying Mathematical Concepts

Number Systems and Numeration

Symbols and Expressions

MATHEMATICS (continued)

II*

Geometry and Measurement

Money and Place Value

Sets

Problems

Understanding and Working Word Problems

Two-step Operation

Graphs

Geometry

Percentage, Ratio, and Averaging

III*

LANGUAGE

Capitalization

Identifying Requirements for Capital Letters

Beginning Words in Sentences

Beginning Words in Quotations and Poetry

Proper Nouns

Titles

Pronoun I

Proper Adjectives

Recognizing Correct Usage

I*

Punctuation

Identifying Requirements For Punctuation

Comma

Series

Dates and Addresses

LANGUAGE (continued)

Sentence Interrupters

Correspondence

Clauses

Period

Ending Sentences

Abbreviations

Question Mark

Appostrophe

Possession

Contraction

Quotation Mark

Recognizing Correct Usage

II*

Expression

Understanding Rules and

Conventions in Standard English Usage

Case

Tense

Number

Usage

III*

Spelling

Recognizing and Applying Spelling Rules

Silent Letter

Multi-sound Consonant

Internal Vowel

Vowel Plus "r"

Letter Reversal

Two Words

Mispronunciation

Recognizing Correct Spelling

IV

* Concept Attainment reflects the level of difficulty from the TABE test

STUDENT NAME: _____ DATE: _____ INSTRUCTOR: _____

RX FOR MATHEMATICS - T.A.B.E. - LEVEL E - c. 1976 - FORM 3/4

Assigned (✓)	OBJECTIVE	MATERIALS/RESOURCES/ MASTERY TEST/CHECKPOINTS	DATE ASSIGNED	DATE COMPLETED	COMMENTS INCLUDE SCORES
	COMPUTATION Performing Mathematical Operations	Addition/Subtraction/Multiplication/ Division MASTERY TEST G^2-p.56-60			
	Addition	G^1-p.3-7; 16-18; (ckpt.57) p.27; 29-30; 36-37; 40 G^2-p.2-4; 11-15; 17-19; 31			
	Subtraction	G^1-p.10; 32; 25-26; 38; 41 G^2-.5-6; 23-26; 28-29; 31			
	Multiplication	G^1-p.42-43;46-47;49-50 G^2-p.7-8; 33-35; 37-38; 47			
	Division I	G^1-p.44-45; 52-54 G^2-p.9-10; 40-42; 44-45; 47			
	CONCEPTS Understanding and Applying Mathematical Concepts				

BEST COPY AVAILABLE

RX FOR MATHEMATICS - T.A.B.E. - LEVEL E - c. 1971 - FORM 3/4

RESOURCES: $G^1 - G^2$ = STEPS TO MATHEMATICS, Steck Vaughn

H^1 = MATHEMATICS IN DAILY LIVING (Fractions)

APPENDIX 3

MISSOURI DEPARIMENT OF CORRECTIONS

INSTITUTION

253
Total

GED: 43

167
Mean Hours

	PRE-TEST					POST-TEST				
	E LEVEL					E LEVEL				
READING	I	II	III	IV	TOTAL	I	II	III	IV	TOTAL
	31	6			37	29	7	1		37
MATH	I	II	III	IV		I	II	III	IV	
	35	2			37	32	5			37
	M LEVEL					M LEVEL				
READING	I	II	III	IV		I	II	III	IV	
	36	1			37	27	10			37
MATH	I	II	III	IV		I	II	III	IV	
	36	1			37	30	3	3	1	37
LANGUAGE	I	II	III	IV		I	II	III	IV	
	36		1		37	30	4	2	1	37
	D LEVEL					D LEVEL				
READING	I	II	III	IV		I	II	III	IV	
	164	15			179	73	104		2	179
MATH	I	II	III	IV		I	II	III	IV	
	165	10	4		179	78	49	52		179
LANGUAGE	I	II	III	IV		I	II	III	IV	
	164	11	4		179	76	40	39	24	179

APPENDIX 4

ATTITUDINAL TRAINING

NAME	NUMBER	HOURS	BASIC SKILLS PRE-	BASIC SKILLS POST-	ATTITUDE PRE-	ATTITUDE POST	LIFE SKILLS PRE-	LIFE SKILLS POST-	CONDUCT VIOLATIONS	
MIR	13	36	13	19	12	29	46	69	11	12 *
CMCC	33	12	3.0	4.2	38	50	7.4	11.9	26	16
MSP	14	10	4.2	3.7	41.8	53.7	9.5	10.1	0	0
	—	—							—	—
TOTAL	60	19							37	28

* Reflects students not enrolled in the learning center program

EX-OFFENDER PROGRAM
(20-25 Hours)

PURPOSE: To acquaint students with job skills that will result in meaningful employment after they leave the Missouri Department of Corrections.

MATERIAL: "Ex-Offender Program", National Alliance of Businessmen.

TIME: 20-25 hours of instruction.

I. Introduction (2 hours)
   - A. Pre-test
   - B. Reading test
   - C. Enrollment information
     1. Individualized Learning Plan

II. Pre-Employment (2 hours)
REFERENCE: "Choosing Your Occupation"

III. Job Application (4 hours)
   - A. Speaker from Job Service

REFERENCE: "How to Sell Yourself"

IV. Job Interviews (2 hours)
   - A. Speaker from Social Security

REFERENCE: "How to Get and Hold the Right Job"

V. Outside Agency Referral (5 hours)
   - A. Speakers: military; vocational rehabilitation; family services; Salvation Army; public and private vocational schools: Volunteer Action Committee; others

VI. Budgeting (3 hours)

VII. Taxation (3 hours)

VIII. Program Summary (4 hours)
   - A. Post-test
   - B. Closing out records
   - C. Issuing certificates (for successful completion of program)

310 PROJECT

EX-OFFENDER PROGRAM

(20 - 25 Hours)

NAME	NUMBER	LISTING		MATCHING	
		PRE-	POST-	PRE-	POST-
MIR	86	10.4	20.0	6.4	9.6
CMCC	73	10.7	17.7	5.7	9.3
MSP	30	11.3	18.6	7.2	10.0
MSU	16	9.5	16.5	5.0	10.0
TOTAL	205	10.4	18.2	6.0	9.7 *

* Data reflects mean gain

SHORT TERM OFFENDER PROGRAM
(5 Hours)

PURPOSE: To acquaint short term offenders with job seeking skills and educational programs that will result in meaningful employment after they leave the Department of Corrections.

MATERIAL: "Ex-Offender Program", National Alliance of Businessmen.

TIME: 12-15 hours.

OUTCOME: A referral to outside agencies that include both educational and vocational training.

I. Introduction (morning)
   A. Enrollment information
      1. Individualized Learning Plan
   B. Pre-test

II. Pre-Employment
   REFERENCE: "Choosing Your Occupation"
   A. Local community assistance

III. Job Application (afternoon)
   REFERENCE: "How to Sell Yourself"

IV. Social Security Administration
   A. Guest speaker (approximately a one hour presentation)

V. Job Interviews (morning)
   REFERENCE: "How to Get and Hold the Right Job"

VI. Probation and Parole (afternoon)
   A. Speaker (approximately a one hour presentation)

VII. Outside Agency and Referrals (morning)

VIII. Sources of Funding (Pell Grant, Targeted Job Tax Credit)
   A. Guest speaker (Employment Security)

IX. Post-test and material review

APPENDIX 8

STATE CORRECTIONAL PRE-RELEASE CENTER

JOB SKILLS PROGRAM

(Ex-Offender)

NUMBER	POST-TEST	HOURS	MEAN GAIN
127	--	3	--
42	--	6	--
225	225	5	8.3
TOTAL 394			

9 points test

EDUCATION PLAN

DATE_____

NAME_____ NUMBER_____

I. Presumptive Outdate_____

II. Home (relatives; half-way house; other social agency)

III. Employment (any legitimate, full or part-time job)

IV. Training program (name of course, location, address; financing)

V. ABE_____ GED_____

VI. Other pertinent information.

cc: Learning Center Instructor
Caseworker

DEPARTMENT OF CORRECTIONS
AND HUMAN RESOURCES

EDUCATION REPORT

TO_____ DATE _____

INSTITUTION_____ HOME COMMUNITY_____

NAME_____ NUMBER_____

IQ SCORE_____ DATE_____

EDUCATION PROGRAM:

LEVEL (or grade)_____

VOCATIONAL TRAINING COMPLETED_____

COMMENTS:

(return to central office within five days of student's departure)

DIVISION OF ADULT INSTITUTIONS

RELEASE PLAN

Release Date_____

I. Home (relatives; half-way house; other social agency):

II. Employment (any legitimate, full or part-time job):

III. Training program (name of course, location/address, financing):

IV. Other information:

All of the above information must be verifiable, in writing.

_____ _____

Inmate Team Member

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